

Physical Education Grade 4

Active Living

OUTCOMES		1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
4.1 Health-Related Fitness I can determine my own level of health-related fitness and affect my health-related fitness level by applying, with guidance, strategies and principles related to fitness.	Fitness sequences	<ul style="list-style-type: none"> • With frequent guidance, I can begin to engage in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises. 	<ul style="list-style-type: none"> • With guidance, I can demonstrate limited engagement in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises. 	<ul style="list-style-type: none"> • With minimal guidance, I can engage in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises. 	<ul style="list-style-type: none"> • I can fully engage on my own in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.
	Movement activities	<ul style="list-style-type: none"> • I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for much less than 8 minutes. 	<ul style="list-style-type: none"> • I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for approaching 8 minutes on a consistent basis. 	<ul style="list-style-type: none"> • I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for eight minutes on a consistent basis. 	<ul style="list-style-type: none"> • I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for more than eight minutes on a consistent basis.
	Personal performance appraisals	<ul style="list-style-type: none"> • With frequent guidance, I can begin to use of fitness appraisal methods to understand own performance level for health-related components of fitness. 	<ul style="list-style-type: none"> • With guidance, I can demonstrate limited use of fitness appraisal methods to understand own performance level for health-related components of fitness. 	<ul style="list-style-type: none"> • With minimal guidance, I can use fitness appraisal methods to understand own performance level for health-related components of fitness. 	<ul style="list-style-type: none"> • I can use fitness appraisal methods on my own to understand own performance level for health-related components of fitness.

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4.2 Body Systems I can demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness.	Circulatory system	<ul style="list-style-type: none"> I can describe the location of the heart. 	<ul style="list-style-type: none"> I can describe the location and size of the heart. 	<ul style="list-style-type: none"> I can describe the location, size and function of the heart. 	<ul style="list-style-type: none"> I can explain how the circulatory system is affected by the health related components of fitness.
	Respiratory system	<ul style="list-style-type: none"> I can identify the location of the lungs. 	<ul style="list-style-type: none"> With guidance, I can describe the location and function of the lungs 	<ul style="list-style-type: none"> I can describe the location and function of the lungs 	<ul style="list-style-type: none"> I can explain how the respiratory system is affected by the health related components of fitness.
	Muscular system	<ul style="list-style-type: none"> I can identify where the skeletal muscles are on the body. 	<ul style="list-style-type: none"> With guidance, I can locate some skeletal muscles and describe the role of the skeletal muscles. 	<ul style="list-style-type: none"> I can locate many skeletal muscles and describe the role of skeletal muscles. 	<ul style="list-style-type: none"> I can explain how the muscular system is affected by the health related components of fitness.
Comments					

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4.9 Skillful Play I can select and use effective movement skills, tactics, and strategies while participating in: <ul style="list-style-type: none"> • small-sided and lead-up net/wall games (e.g., balloon volleyball, pickle ball, hand ball) and refine selected movement skills, tactics, and strategies while participating in: <ul style="list-style-type: none"> • low-organizational, inventive, and cooperative games; • small-sided and lead-up target games; • small-sided and lead- 	Movement skills and tactics	<ul style="list-style-type: none"> • With extensive guidance I can implement offensive and defensive skills and tactics in a limited number of situations while participating in movement activities. 	<ul style="list-style-type: none"> • With guidance I can implement offensive and defensive skills and tactics in a limited number of situations while participating in movement activities 	<ul style="list-style-type: none"> • I can implement offensive and defensive skills and tactics in many situations while participating in movement activities. 	<ul style="list-style-type: none"> • Consistently and independently, I can implement offensive and defensive skills and tactics in a variety of situations while participating in movement activities.
	Net/Wall games	<ul style="list-style-type: none"> • With extensive guidance, I can identify the main purpose of net/wall games & participate in them following class-created and/or teacher-given rules. 	<ul style="list-style-type: none"> • With guidance, I can identify the main purpose of net/wall games & participate in them following class-created and/or teacher-given rules. 	<ul style="list-style-type: none"> • I can identify the main purpose of net/wall games & participate in them following class-created and/or teacher-given rules. 	<ul style="list-style-type: none"> • I can consistently and independently identify the main purpose of net/wall games & participate in them following class-created and/or teacher-given rules.
	LOG and lead-up games	<ul style="list-style-type: none"> • With extensive guidance, I can apply some individual offensive and defensive skills while participating in low-organizational and lead-up games. 	<ul style="list-style-type: none"> • With guidance I can apply some individual offensive and defensive skills while participating in low-organizational and lead-up games. 	<ul style="list-style-type: none"> • I can apply a range of individual offensive and defensive skills while participating in low-organizational and lead-up games. 	<ul style="list-style-type: none"> • I can consistently and independently apply many individual offensive and defensive skills while participating in low-organizational and lead-up games.

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<ul style="list-style-type: none"> • up striking/fielding games; • small-sided and lead-up invasion/territorial games; • alternate environment activities. 	Target games	<ul style="list-style-type: none"> • With extensive guidance, I can show how to deliver objects used in target games. 	<ul style="list-style-type: none"> • With guidance, I can show how to deliver objects used in target games. 	<ul style="list-style-type: none"> • I can show how to deliver objects used in target games & vary the weight of the delivery. 	<ul style="list-style-type: none"> • I can consistently and independently show how to deliver objects used in target games, vary the weight of the delivery, and attain some accuracy.
	Invasion/territorial games	<ul style="list-style-type: none"> • With extensive guidance, I can plan and implement offensive and defensive skills and tactics for some given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games. 	<ul style="list-style-type: none"> • With guidance, I can plan and implement offensive and defensive skills and tactics for some given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games. 	<ul style="list-style-type: none"> • I can plan and implement offensive and defensive skills and tactics for most given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games. 	<ul style="list-style-type: none"> • I can consistently and independently plan and implement offensive and defensive skills and tactics for a wide range of given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.
	Alternate environments	<ul style="list-style-type: none"> • With extensive guidance, I increase my understanding OR skill while participating in a variety of alternate environment activities. 	<ul style="list-style-type: none"> • I increase my understanding OR skill while participating in a variety of alternate environment activities. 	<ul style="list-style-type: none"> • I increase my understanding AND skill while participating in a variety of alternate environment activities. 	<ul style="list-style-type: none"> • I markedly increase my understanding AND skill while participating in a variety of alternate environment activities.
Comments					